

INTERNATIONAL BUSINESS AND MARKETING

International Business and Marketing is designed to provide students the opportunity to explore the global market. The course will allow students to gain knowledge and develop skills necessary in an international environment.

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| Recommended Pre-requisites: | One marketing or business credit in a core course* |
| Recommended Credits: | 1 – 3* |
| Recommended Grade Levels: | 12th |
| Course Substitution: | Economics |

***Note 1: Core courses: Marketing and Management I – Principles; Entrepreneurship; Wholesale Operations; Retail Operations; Financial Services Marketing; Sales Management; Technology in Marketing; Introduction to Business; Business Economics; American Business Legal Systems; Business Finance; Business Management**

***Note 2: Standards to be completed for 1 credit are identified with one asterisk (*). A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by two asterisks (**).**



International Business and Marketing

***STANDARD 1.0**

The student will compare the way in which business and marketing is conducted domestically versus internationally.

***STANDARD 2.0**

The student will evaluate the social and cultural differences among nations.

***STANDARD 3.0**

The student will evaluate economic considerations and systems in international business and marketing.

***STANDARD 4.0**

The student will analyze the management and marketing principles of international business and marketing.

***STANDARD 5.0**

The student will evaluate legal, ethical and financial considerations for international business and marketing transactions.

***STANDARD 6.0**

The student will prepare international communication and trade documentation.

***STANDARD 7.0**

The student will apply organizational and professional leadership skills.

****STANDARD 8.0**

The student will analyze how international business and marketing principles are applied in a specific

work-based learning experience.

International Business and Marketing

COURSE DESCRIPTION: International Business and Marketing is designed to provide students the opportunity to develop skills needed to live and work in a global market place. The student will acquire the attitudes, knowledge, and skills for entry-level international business and marketing occupations. This will include but is not limited to political, legal, financial, economic, and social/cultural considerations.

STANDARD 1.0

The student will compare the way in which business and marketing is conducted domestically versus internationally.

LEARNING EXPECTATIONS

The student will:

- 1.1 Define and examine international business and the marketing environment.
- 1.2 Analyze international and domestic business and marketing activities.
- 1.3 Assess the sources of assistance for international business and marketing.
- 1.4 Evaluate the uses of technology in the global market.
- 1.5 Evaluate the impact of international business and marketing to the local and state economies.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1 Explains terms and concepts related to international business and marketing.
- 1.2 Compares and contrasts international and domestic business and marketing activities.
- 1.3 Differentiates between various sources of assistance in the global economy.
- 1.4 Categorizes the types of technology used in the global market.
- 1.5 Measures the impact of international companies on the local and state economies.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Vocational Student Organizations, Social Studies, Language Arts, Science, Mathematics, MarkEd, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Prepare a presentation that shows examples of domestic and international businesses in the local area.
- Research an international company and describe its use of technology.

STANDARD 2.0

The student will evaluate the social and cultural differences among nations.

LEARNING EXPECTATIONS

The student will:

- 2.1 Appraise how cultures and subcultures influence business and marketing.
- 2.2 Inspect the types of values that vary from culture to culture.
- 2.3 Analyze the components of social organization that affect cultures.
- 2.4 Choose the verbal and nonverbal communication appropriate for various cultures.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1 Measures cultural influences to the global market.
- 2.2 Compares the traditions and values of various cultures.
- 2.3 Relates social organization components to international business and marketing transactions.
- 2.4 Relates to people from different cultures.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Vocational Student Organizations, Social Studies, Language Arts, Science, Mathematics, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Prepare a report and presentation on the culture and customs of a foreign country.
- Establish a communication link to a student in another country using technological resources.

STANDARD 3.0

The student will evaluate economic considerations and systems in international business and marketing.

LEARNING EXPECTATIONS

The student will:

- 3.1 Describe the basic economic principles affecting international business/marketing.
- 3.2 Analyze the types of economic systems.
- 3.3 Evaluate economic principles affecting international trade.
- 3.4 Examine levels of economic progress and development.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Assesses the concepts and issues of economic development.
- 3.2 Compares and contrasts the types of economic systems.
- 3.3 Distinguishes factors of production needed for an international company.
- 3.4 Graphs economic progress of various countries.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Vocational Student Organizations, Social Studies, Language Arts, Science, Mathematics, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Use a recent news article dealing with economic change and describe or debate the impact the change will have on the global economy.

STANDARD 4.0

The student will analyze the management and marketing principles of international business and marketing.

LEARNING EXPECTATIONS

The student will:

- 4.1 Evaluate the role of entrepreneurs in a global economy.
- 4.2 Compare the function, product, and geography of organizational structures.
- 4.3 Evaluate the most common types of training and development for international personnel.
- 4.4 Evaluate various market segments to select a target market.
- 4.5 Appraise various methods of data collection for use in international marketing research.
- 4.6 Compare branding and packaging techniques used in global markets.
- 4.7 Propose product opportunities for international marketing.
- 4.8 Assess unique pricing factors for global markets.
- 4.9 Relate the steps involved in advertising for global markets.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Analyzes the importance of entrepreneurs in an international market.
- 4.2 Categorizes organizational structures by function, product, and geography.
- 4.3 Prepares training activities for international personnel.
- 4.4 Defends the selection of a target market.
- 4.5 Collects marketing research data through an appropriate method.
- 4.6 Conducts a critical analysis of branding and packaging in a global market.
- 4.7 Proposes product opportunities for a global market.
- 4.8 Critiques pricing factors to determine the appropriate methods.
- 4.9 Proposes a promotional strategy for products sold internationally.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Vocational Student Organizations, Social Studies, Language Arts, Science, Mathematics, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Prepare an interactive multimedia training seminar for international employees.
- Determine a suitable international target market for a particular product.
- Prepare a research tool to use in an international market.

STANDARD 5.0

The student will evaluate legal, ethical and financial considerations for international business and marketing transactions.

LEARNING EXPECTATIONS

The student will:

- 5.1 Compare how governments can impact international trade.
- 5.2 Examine the major types of taxes placed on businesses and individuals by governments around the world.
- 5.3 Identify and distinguish between types of trade agreements.
- 5.4 Define and analyze the steps of importing and exporting.
- 5.5 Examine how currency systems and money affect international trade.
- 5.6 Appraise the various methods of payment and financing sources used in international trade.
- 5.7 Inspect the components of international law and how they protect businesses.
- 5.8 Explore legal avenues to solve international disputes.
- 5.9 Analyze the activities of international bond and stock markets.
- 5.10 Compare the use of equity and debt capital in international businesses.
- 5.11 Categorize the types of international financial institutions.
- 5.12 Evaluate the types of risks and risk management in the international business environment.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Debates the various strategies governments use to control international trade.
- 5.2 Measures the impact taxes levied by governments have on international trade.
- 5.3 Describes and assesses types of trade agreements.
- 5.4 Creates a plan for importing and exporting a good.
- 5.5 Measures the effect of exchange rates between the Euro dollar and other currencies.
- 5.6 Selects an appropriate method of payment and finance source for international trade.
- 5.7 Appraises the protection provided businesses by the components of international law.
- 5.8 Designs a plan to seek legal recourse in an international business dispute.
- 5.9 Creates an investment strategy utilizing international bond and stock markets.
- 5.10 Critically examines equity and debt capital and their use in international businesses.

5.11 Compares the international financial institutions.

5.12 Formulates strategies for risk management in the international business environment.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Math, Language Arts, Science, Emission Control, Biology, Chemistry, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Prepare an presentation with visuals on strategies for risk management in an international business.
- Research and prepare a written report on currency exchange rates and the impact they have on international trade.
- Research and compare through debate the strategies governments use to control international trade.
- Interview an executive in a business that imports or exports merchandise from foreign countries. Prepare an oral report on the procedures for purchasing and transporting the merchandise to and from the United States.

STANDARD 6.0

The student will prepare international communication and trade documentation.

LEARNING EXPECTATIONS

The student will:

- 6.1 Differentiate between various documents used for international trading.
- 6.2 Analyze the use of computers in preparing communication and documentation of an international business.
- 6.3 Identify and examine software applications commonly used in international business operations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Proposes appropriate software applications for use in various types of international businesses.
- 6.2 Plans a computer system based on specific needs in an international business.
- 6.3 Researches for computer hardware and determines appropriate tasks related to international business operations.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Math, Language Arts, Chamber of Commerce, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of

Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Research an international business and prepare a presentation with graphics describing its use of computer technology.
- Interview an office manager to see what technology the office uses in its daily activities and prepare a report summarizing the information obtained.
- Preparing international documents, such as a commercial invoice or a bill of lading.
- Write computer specifications and software packages to perform task related to international business operations.
- Research an international business and prepare an interactive multimedia presentation with graphics describing computer technology.

STANDARD 7.0

The student will apply organizational and professional leadership skills.

LEARNING EXPECTATIONS

The student will:

- 7.1 Assess the leadership skills integral to BPA, DECA, and/or FBLA.
- 7.2 Utilize critical thinking skills in decision-making situations.
- 7.3 Identify and develop personal and interpersonal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 7.1 Researches and reports on the leadership skills in BPA, DECA, and/or FBLA and their applications to the workplace.
- 7.2 Solves problems utilizing role-play, team decision-making and VSO projects.
- 7.3 Demonstrates leadership skills as a team member responsible for a group project or VSO activity.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Math, Language Arts, Chamber of Commerce Partnerships, Department of Economic and Community Development, Business Professionals of America, DECA-An Association of Marketing Students, Future Business Leaders of America, Delta Pi Epsilon, National Educational Technology Standards, Industry Standards and Work Keys

SAMPLE PERFORMANCE TASKS

- Prepare and participate in a VSO individual, team or chapter competitive event in international business/marketing.
- Develop a campaign platform and strategies to run for VSO office representing the international organization.
- Work in teams to develop a plan promoting the VSO internationally.

STANDARD 8.0

The student will analyze how international business and marketing principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 8.1 Apply principles of international business and marketing to a work-based situation.
- 8.2 Integrate time management principles in organizing a personal schedule to include school, work, social and other activities.
- 8.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 8.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Scores average or above on employee performance evaluations.
- 8.2 Designs a plan to include her/his schedule of activities.
- 8.3 Records and assesses work place events based on their ethical implications.
- 8.4 Makes a passing grade on a class-based or work-based safety evaluation.
- 8.5 Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Standards for Business Education, National Standards for Marketing Education, Foreign Languages, Social Studies, Math, Language Arts, Work-Based Policies and Procedures

SAMPLE PERFORMANCE TASKS

- Create a training manual for a new employee, outlining the ethical considerations for the business.
- Develop and maintain a daily/weekly planner of scheduled school, work and personal activities.

SUGGESTED RESOURCES

Chamber of Commerce

Small Business Administration

Marketing Essentials; Glencoe

Marketing In A Global Economy; Southwestern

Department of Economic and Community Development

U.S. Department of Commerce

Import/Export Procedures; Glencoe

Marketing Practices and Principles; Glencoe

MarkEd Laps - "International Trade" Lap Modules

European Union - Video - MarkEd

Culture by Culture - Video - MarkEd

Introduction to International Trade; Multi-state Academic and Vocational Curriculum Consortium, 1995